

**REGULATION OF THE MINISTRY OF EDUCATION AND CULTURE**

**REPUBLIC OF INDONESIA**

**NUMBER 3 YEAR 2020**

**REGARDING**

**NATIONAL STANDARD OF HIGHER EDUCATION**

**BY THE GRACE OF GOD ALMIGHTY**

**THE MINISTER OF EDUCATION AND CULTURE REPUBLIC OF INDONESIA**

- Considering : a. Whereas in accordance with provision of Article 52 paragraph (3) Act Number 12 Year 2012 on Higher Education, the Minister has established the national standard of Higher Education;
- b. Whereas in accordance with the provision as referred to in paragraph a, it is necessary to establish The Regulation of Minister of Education and Culture regarding National Standard of Higher Education.
- Recalling : 1. Article 17 number (3) Constitution of Republic of Indonesia Year 1945;
2. Act No. 39 Year 2008 on State Ministry (State Gazette of Republic of Indonesia Year 2008 Number 166, Supplement to State Gazette of Republic of Indonesia Number 4916)
3. Act No. 12 Year 2012 on Higher Education (State Gazette of Republic of Indonesia Year 2012 Number 158, Supplement to State Gazette of Republic of Indonesia Number 5336)
4. Government Regulation Number 4 Year 2014 on The Administration of Higher Education and Supervision of Higher Education Institution (State Gazette of Republic of Indonesia Year 2014 Number 16, Supplement to State Gazette of Republic of Indonesia Number 5500);

5. Presidential Regulation Number 82 Year 2019 on The Ministry of Education and Culture (State Gazette of Republic of Indonesia Year 2019 Number 242);
6. Regulation of Ministry of Education and Culture Number 45 Year 2019 on The Organization and Procedurals of The Ministry of Education and Culture (Bulletin Gazette of the Republic of Indonesia Year 2019 Number 1673);

HAS DECIDED:

To enact : REGULATION OF THE MINISTER OF EDUCATION AND CULTURE  
ON NATIONAL STANDARD OF HIGHER EDUCATION.

#### CHAPTER I

#### GENERAL PROVISIONS

##### Article 1

In this Ministerial Regulation:

1. The term “National Standard of Higher Education” means a standard unit comprises of National Standard of Education, in addition with Research Standard, and Community Service Standard.
2. The term “National Standard of Education” means the minimum criteria on education system in higher education in universities across the Republic of Indonesia.
3. The term “Research Standard” means the minimum criteria on the research system in higher education institution applicable across the Republic of Indonesia.
4. The term “Community Service Standard” means the minimum criteria of community service system in higher education institution applicable across the Republic of Indonesia.
5. The term “Indonesian National Qualification Framework”, hereinafter referred to as INQF, means a competency qualification gap framework

that can juxtapose, equalize, and integrate between the education and work training fields as well as work experience in the context of providing recognition of work competencies in accordance with the work structure in various sectors.

6. The term “Curriculum” means a set of program and regulations regarding purposes, contents, and study materials as well as methods used as a guideline of learning activities in order to achieve the goal of Higher Education.
7. The term “Higher Education” means an education stage post-secondary school which include diploma programme, bachelor programme, master programme, doctoral programme, professional programme, specialist programme carried out by Higher Education Institution in accordance with Indonesian culture.
8. The term “Higher Education Institution” means an educational unit carrying out Higher Education.
9. The term “Study Programme” means an educational and learning activity unit which possess Curriculum and certain Learning methods in one type of academic education, professional education, and/or vocational education.
10. The term “Learning” means a process of interaction between students and Lecturers and a study source in one study environment.
11. The term “Research” means an activity conducted in accordance with scientific ethics and methods systematically in order to obtain information, data, and evidence related to the understanding and/or examination of a branch of knowledge subject and technology.
12. The term “Community Service” means an activity of *civitas academica* which utilize scientific and technological knowledge in order to improve community welfare and enrich community knowledge.
13. The term “Credits” means the allocated time of learning activity imposed to students per week per semester in Learning process through various forms of Learning or the amount of admission obtained through

students' achievements in following curricular activity in a Study Programme.

14. The term "Lecturer" means professional educator and scientist which main objective is to transform, develop, and advertise scientific and technological knowledge through education, Research, and Community Service.
15. The term "Education Staff" means community members who subserve and are appointed to support the management of Higher Education.
16. The term "Minister" means the Minister responsible in education sector.

## Article 2

- (1) National Standard of Higher Education consists of:
  - a. National Standard of Education;
  - b. Research Standard; and
  - c. Community Service Standard.
- (2) National Standard of Education, Research Standard, and Community Service Standard as referred to in paragraph (1) are one indispensable unit in the implementation of The Three Tenet of Higher Education.

## Article 3

- (1) National Standard of Higher Education aims to:
  - a. Ensure the fulfillment of the objective of Higher Education in order to educate, to develop scientific and technological knowledge by applying the values of humanities as well as a sustainable empowerment of the public;
  - b. Ensure that the Learning activity in Study Programme, Research, and Community Service across the Republic of Indonesia shall achieve the quality in accordance with the determined criteria in the National Standard of Higher Education; and

- c. Support the Higher Education Institution across the Republic of Indonesia to achieve the quality of Learning, Research, and Community Service above the determined criteria in the National Standard of Higher Education sustainably.
- (2) National Standard of Higher Education shall:
- a. Be fulfilled by every Higher Education Institution to embody the objectives of national education;
  - b. Become the foundation of permit for the establishment of Higher Education Institution and Study Programme;
  - c. Become the foundation of Learning management in accordance with the Curriculum in the Study Programme;
  - d. Become the foundation of Research and Community Service management;
  - e. Become the foundation of the development and management of internal quality assurance system;
  - f. Become the foundation of criteria determination of external quality assurance system through accreditation.
- (3) National Standard of Higher Education as referred to in Article 2 paragraph (1) shall be evaluated and refined in a planned, directed, and sustainable method, in accordance with demands of changes whether local, national and global by institutions authorized to draft and develop National Standard of Higher Education.

## CHAPTER II

### NATIONAL STANDARD OF EDUCATION

#### Section One

#### Scope of National Standard of Education

#### Article 4

- (1) National Standard of Education consists of:

- a. Graduate competency standard;
  - b. Learning materials standard;
  - c. Learning methods standard;
  - d. Learning educational assessment standard;
  - e. Lecturer and Education Staff standard;
  - f. Learning facilities and infrastructure standard;
  - g. Learning management standard; and
  - h. Learning funding standard.
- (2) National Standard of Education as referred to in paragraph (1) shall become the guideline in drafting, managing, and evaluating the Curriculum.

## Section Two

### Graduate Competency Standard

#### Article 5

- (1) Graduate competency standard is the minimum criteria regarding the qualification of graduates' capabilities which include attitude, knowledge, and skills as stated in the formulation of Learning outcomes for graduates.
- (2) Graduate competency standard as stated in the formulation of Learning outcomes for graduate as referred to in paragraph (1) shall be utilized as the main guideline of the development of Learning materials standard, Learning methods standard, Learning assessment standard, Lecturer and Educational Staff standard, Learning facilities and infrastructure standard, Learning management standard, and Learning funding standard.
- (3) The formulation of Learning objectives for graduates as referred to in paragraph (1) shall:

- a. Refer to the description of Learning outcomes for graduates in INQF; and
- b. Be equal to INQF qualification level.

## Article 6

- (1) Attitude as referred to in Article 5 paragraph (1) is a correct and civilized behavior as a result of internalization and realization of the values and norms mirrored in spiritual and social life through Learning process, work experience, Research and/or Community Service related to Learning.
- (2) Knowledge as referred to in Article 5 paragraph (1) is the mastery of concept, theory, method, and/or philosophy in specific study field systematically obtained by means of rationale thinking in Learning process, work experience, Research and/or Community Service related to Learning.
- (3) Skills as referred to in Article 5 paragraph (1) is the capability to carry out duties by applying concept, theory, method, material, and/or instruments obtained through Learning process, work experience, Research and/or Community Service related to Learning, which include:
  - a. General skills as the general work skills required by every graduate in order to ensure the equality of graduate competence in accordance with the Programme level and the type of Higher Education; and
  - b. Specialized skills as a specialized work skills required by every graduate in accordance with the study field of the Study Program.
- (4) Students' work experience as referred to in paragraph (2) and (3) means experience of activity in specific field during specific period of time, in the form of job training, practical work, field work or similar type of activities.

## Article 7

- (1) Attribution of attitude and general skill as a part of Learning outcomes for graduates as referred to in Article 6 paragraph (1) and (3) letter a, for every program level and type of Higher Education, is written in the Annex as an integral part of this Ministerial Regulation.
- (2) Attribution of attitude and general skill as referred to in paragraph (1) may be further added by Higher Education Institution.
- (3) Attribution of knowledge and specialized skills as a part of Learning outcomes of graduates as referred to in Article 6 paragraph (2) and (3) letter b, shall be drafted by:
  - a. Similar Study Program forum or correspondent body; or
  - b. Study Program committee in the event that there is no similar Study Program forum.
- (4) Attributions as referred to in paragraph (2) and (3) which is an integral part of the attribution of Learning outcomes for graduates shall be proposed to the relevant Directorate General in accordance with their authority to establish the attribution into Learning objectives for graduates.
- (5) Attribution of Learning outcomes for graduates as referred to in paragraph (4) shall be reviewed and stipulated by Minister as a referral for similar Study Program.
- (6) Further provisions concerning drafting, proposing, reviewing, and stipulation of the attribution of Learning objectives for graduates as referred to in paragraph (5) shall be regulated in Ministerial Regulation.

## Section Three

### Learning Materials Standard



## Article 8

- (1) Learning materials standard is the minimum criteria to the level of depth and breadth of Learning materials.
- (2) The depth and breadth of Learning materials as referred to in paragraph (1) shall refer to the Learning objectives for graduates.
- (3) The depth and breadth of Learning in profession programme, specialist programme, master programme, applied master programme, doctoral programme, and applied doctoral programme, shall utilize the results of Research and Community Service.

## Article 9

- (1) The level depth and breadth of Learning materials as referred to in Article 8 paragraph (1) for every educational programme, shall be drafted by referring to the description of Learning outcomes for graduates from INQF.
- (2) The level of depth and breadth of Learning materials as referred to in paragraph (1) includes:
  - a. The graduates of first-degree diploma program shall master at least the general concept, knowledge, and complete operational skills;
  - b. The graduates of second-degree diploma program shall master at least the basic principle of knowledge and skills in specific fields;
  - c. The graduates of third-degree diploma program shall master at least the general theoretical concept of specific study fields and skills;
  - d. The graduates of fourth-degree diploma and bachelor programs shall master at least the general theoretical concept of specific study fields and skills and specific theoretical concept of related study fields and skills in depth;

- e. The graduates of professional program shall master at least the application theory of specific study field and skill;
  - f. The graduates of master, applied master, and specialist programs shall master at least the theories and application theories in specific study fields and skills;
  - g. The graduates of doctoral, applied doctoral, and subspecialist programs shall master at least the scientific philosophy of specific study field and skill.
- (3) The level of depth and breadth of Learning materials as referred to in paragraph (2) is cumulative and/or integrative.
- (4) The level of depth and breadth of Learning materials as referred to in paragraph (2) is written in review material in the form of study course.

Section Four  
Learning Process Standard

Article 10

- (1) Learning process standard is the minimum criteria concerning the Learning administration in Study Programme to obtain Learning outcomes for graduates.
- (2) Process standard as referred to in paragraph (1) includes:
- a. characteristic of Learning process;
  - b. outlines of Learning process;
  - c. implementation of Learning process; and
  - d. study workload.

Article 11

- (1) The characteristic of Learning process as referred to in Article 10 paragraph (2) letter a consist of following traits which are interactive,

holistic, integrative, scientific, contextual, thematic, collaborative, and student centered.

- (2) Interactive as referred to in paragraph (1) means that the Learning outcomes for graduates shall be achieved by emphasizing on two-ways interaction process between students and Lecturers.
- (3) Holistic as referred to in paragraph (1) means that the Learning process encourage a comprehensive mindset through the internalization of preeminence and both local and national culture.
- (4) Integrative as referred to in paragraph (1) means that the Learning outcomes for graduates shall be achieved through an integrated Learning process in one integral program through interdisciplinary and multidisciplinary approaches.
- (5) Scientific as referred to in paragraph (1) means that the Learning outcomes for graduates shall be achieved through Learning process which emphasize on scientific approach in order to create an academical environmental which honor values, norms, and principles of knowledge as well as the values of religion and nationality.
- (6) Contextual as referred to in paragraph (1) means that the Learning outcomes for graduates shall be achieved through Learning process adjusted to the demands of problem-solving skills in their specialties.
- (7) Thematic as referred to in paragraph (1) means that the Learning outcomes for graduates shall be achieved through Learning process adjusted to the aspects of knowledge in the Study Programme and relating to factual issues through transdisciplinary approach.
- (8) Effective as referred to in paragraph (1) means that the Learning outcomes for graduates shall be achieved by emphasizing on the proper and correct internalization on materials in ideal period of time.
- (9) Collaborative as referred to in paragraph (1) means that the Learning outcomes for graduates shall be achieved through collaborative Learning process which involve interaction between students to produce the capitalization of attitude, knowledge, and skills.

- (10) Student-centered as referred to in paragraph (1) means that the Learning outcomes for graduates shall be achieved through Learning process which emphasize on the development of creativity, capacity, personality, and the needs of students, as well as developing independency in seeking and obtaining knowledge.

## Article 12

- (1) The outline of Learning process as referred to in Article 10 paragraph (2) letter b shall be compiled for every study course and presented in Semester Learning Program or other terms.
- (2) Semester Learning Program or other terms as referred to in paragraph (1) is stipulated and developed by Lecturers independently or in conjunction with the association of experts in specific scientific and technological knowledge in the Study Programme.
- (3) Semester Learning Program or other terms shall contain at least:
- a. The name of Study Programme, the name and code of study course, semester, credits, the name of Lecturer in charge;
  - b. Learning outcomes for graduates in study courses;
  - c. Determined capabilities expected in every Learning stage in order to achieve the Learning outcomes for graduates;
  - d. Study materials related to the determined capabilities;
  - e. Learning methods;
  - f. Allocated time to achieve the determined capabilities in every Learning stage;
  - g. The study experience of student in the form of assignment description required to students in one semester;
  - h. Assessment criteria, indicator, and credits; and
  - i. Sources of references.

- (4) Semester Learning Program or other terms shall be reviewed and adjusted periodically with the development of scientific and technological knowledge.

#### Article 13

- (1) The implementation of Learning process as referred to in Article 10 paragraph (2) letter c is carried out by interactions between Lecturer, students, and source material in specific study environment.
- (2) Learning process in every study course is carried out in accordance with Semester Learning Program or other terms with traits as referred to in Article 11.
- (3) Learning Process in relation to students Research shall refer to the Research Standard.
- (4) Learning Process in relation to Community Service by students shall refer to the Community Service standard.

#### Article 14

- (1) Learning Process through curricular activity shall be carried out systematically and structured through every study course and measured study workload.
- (2) Learning Process through curricular activity shall use an effective Learning method in accordance with the characteristic of study course in order to achieve specific skills determined by the study course to fulfill the Learning outcomes for graduates.
- (3) Learning methods as referred to in paragraph (2) that may be chosen for the Learning implementation comprise of: group discussion, simulation, case study, collaborative Learning, cooperative Learning, project-based Learning, problem-based Learning, or other Learning method that may effectively facilitate the fulfillment of Learning outcomes for graduates.

- (4) Every study course may utilize one or more combined Learning methods as referred to in paragraph (3) and adjusted in a specific form of Learning.
- (5) The form of Learning as referred to in paragraph (4) may comprise of:
  - a. Lecture;
  - b. Response and tutorial;
  - c. Seminar;
  - d. Practical study, studio practice, workshop practice, field practice, work practice;
  - e. Research, planning, or developing;
  - f. Military training;
  - g. Student exchange;
  - h. Internship;
  - i. Entrepreneurship; and/or
  - j. Other forms of Community Service.
- (6) The form of Learning such as Research, planning or developing as referred to in paragraph 5 letter e shall be supplemented as a form of Learning for fourth-degree diploma program, bachelor program, professional program, master program, applied master program, specialist program, doctoral program, and applied doctoral program.
- (7) The form of Learning such as Research, planning or developing as referred to in paragraph 6 is a student activity under the guidance of a Lecturer in order to cultivate behavior, knowledge, skills, authentic experience, as well as improving society welfare and marketability.
- (8) The form of Learning such as Community Service as referred to in paragraph 5 letter j shall be supplemented as a form of Learning for fourth-degree diploma program, bachelor program, professional program, and specialist programme.
- (9) The form of Learning such as Community Service as referred to in paragraph 8 is a student activity under the guidance of a Lecturer In order

to utilize scientific and technological knowledge for the improvement of society welfare and knowledge.

#### Article 15

- (1) The form of Learning as referred to in Article 14 paragraph 5 may be carried out in or outside Study Programme.
- (2) The form of Learning outside Study Programme as referred to in paragraph 1 is a Learning process which consist of:
  - a. Learning in different Study Programme in the same Higher Education Institution;
  - b. Learning in the same Study Programme in different Higher Education Institution;
  - c. Learning in different Study Programme in different Higher Education Institution; and
  - d. Learning in non-Higher Education Institution.
- (3) Learning process outside Study Programme as referred to in paragraph 2 letter b, c, and d is carried out in accordance with cooperation agreement between Higher Education Institutions or other related institutions and the result of study is admitted through credit transfer.
- (4) Learning process outside Study Programme as referred to in paragraph 2 is an activity in the program which may be determined by the Ministry and/or the chairmen of Higher Education Institution.
- (5) Learning process outside Study Programme as referred to in paragraph 2 is carried out under the guidance of a Lecturer.
- (6) Learning process outside Study Programme as referred to in paragraph 2 letter c and d is carried out only for bachelor program and applied bachelor program outside the health sector.

## Article 16

- (1) Student's study workload as referred to in Article 10 paragraph 2 letter d is stated in the form of credits.
- (2) The term "Semester" means a unit of effective Learning process for at least 16 (sixteen) weeks, including the midterm and final exams.
- (3) One academic year consists of 2 (two) semesters and Higher Education Institution may carry out a short semester.
- (4) Short semester as referred to in paragraph 3 is carried out:
  - a. For at least 8 (eight) weeks;
  - b. Study workload at most 9 (nine) credits; and
  - c. In accordance with predetermined study workload in Learning outcomes.
- (5) If a short semester is carried out in the form of lectures, face-to-face lecture is conducted at least 16 (sixteen) times including midterm and final exams.

## Article 17

- (1) Time period and study workload of education program:
  - a. At most 2 (two) academic years for first-degree diploma program, with study workload at least 36 (thirty-six) credits;
  - b. At most 3 (three) academic years for second-degree diploma program, with study workload at least 72 (seventy-two) credits;
  - c. At most 5 (five) academic years for third-degree diploma program, with study workload at least 108 (one hundred-eight) credits;
  - d. At most 7 (seven) academic years for bachelor program, fourth-degree diploma/applied bachelor programs, with study workload at least 144 (one hundred-forty-four) credits;



- e. At most 3 (three) academic years for professional program after concluding bachelor program, or fourth-degree/applied bachelor program, with study workload at least 24 (twenty-four) credits;
  - f. At most 4 (four) academic years for master program, applied master program, or specialist program, after concluding bachelor program, or fourth-degree/applied bachelor program, with study workload at least 36 (thirty-six) credits; or
  - g. At most 7 (seven) academic years for doctoral program, applied doctoral program, or subspecialist program, after concluding master program, applied master program, or specialist program, with study workload at least 42 (forty-two) credits.
- (2) Professional program as referred to in paragraph 1 letter e is carried out as a subsequent program whether detached or attached from bachelor program, or fourth-degree/applied bachelor program.
- (3) Higher Education Institution may determine the time period of education program management less than the maximum limit as referred to in paragraph 1.

## Article 18

- (1) The fulfillment of allocated time and study workload for bachelor program or applied bachelor program as referred to in Article 17 paragraph 1 letter d may be carried out by:
- a. Enroll in every Learning process in Study Programme in Higher Education Institution in accordance with time period and study workload; or
  - b. Enroll in every Learning process in Study Programme to fulfill part of time period and study workload and enroll in Learning process outside Study Programme as referred to in Article 15 paragraph 1 and 2.

- (2) Higher Education Institution shall facilitate the implementation of the fulfillment of time period and study workload in Learning process as referred to in paragraph 1.
- (3) Higher Education Institution shall facilitate the fulfillment of time period and study workload in Learning process as referred to in paragraph 1 letter b by the following method:
  - a. Minimum 4 (four) semesters and maximum 11 (eleven) semesters of Learning in Study Programme;
  - b. 1 (one) semester or equivalent to 20 (twenty) credits is the allocated time of Learning outside Study Programme in the same Higher Education Institution; and
  - c. Maximum 2 (two) semesters or equivalent to 40 (forty) credits are:
    1. Learning in the same Study Programme in different Higher Education Institution;
    2. Learning in different Study Programme in different Higher Education Institution; and/or
    3. Learning outside Higher Education Institution.

#### Article 19

- (1) Learning form of 1 (one) credit in Learning process in the form of lecture, response, or tutorial, consists of:
  - a. Study course activity 50 (fifty) minutes per week per semester;
  - b. Structured assignment activity 60 (sixty) minutes per week per semester; and
  - c. Independent activity 60 (sixty) minutes per week per semester.
- (2) Learning form of 1 (one) credit in Learning process in the form of seminar or other similar forms, consist of:
  - a. Study course activity 100 (one hundred) minutes per week per semester; and
  - b. Independent activity 70 (seventy) minutes per week per semester.

- (3) The assessment of study workload in the form of blocks system, modules, or other forms is determined in accordance with the requirements to fulfill Learning outcomes.
- (4) Learning form of 1 (one) credit in Learning process in the form of practical study, studio practice, workshop practice, field practice, work practice, Research, planning, or developing, military training, student exchange, internship, entrepreneurship, and/or Community Service, 170 (one hundred-seventy) minutes per week per semester.

#### Article 20

- (1) Study workload for students in second-degree diploma program, third-degree diploma program, fourth-degree diploma/applied bachelor program, and bachelor program with remarkable assessment, after 2 (two) semesters in the first academic year may take on maximum 24 (twenty-four) credits per semester in the subsequent semester.
- (2) Students in master program, applied master program, or equivalent programs with remarkable assessment may advance to doctoral program or applied doctoral program, after at least enrolling for 2 (two) semesters in master program or applied master program, and is not required to graduate master program or applied master program beforehand.
- (3) Students of master program or applied master program who advance to doctoral program or applied doctoral program as referred to in paragraph 2 shall conclude the master program or applied master program before concluding doctoral program.
- (4) Students with remarkable assessment as referred to in paragraph 1 are students with Grade Point Average (GPA) above 3,00 (three point zero zero) and has fulfilled the academic etiquette.
- (5) Students with remarkable assessment as referred to in paragraph 2 are students with Grade Point Average (GPA) above 3,50 (three point five zero) and has fulfilled the academic etiquette.

Section Five  
Learning Assessment Standard

Article 21

- (1) Learning assessment standard is the minimum criteria regarding the assessment of the study process and study result in order to achieve Learning outcomes for graduates.
- (2) The assessment of study process and study result in paragraph 1 comprises of:
  - a. Assessment principle;
  - b. Assessment techniques and instruments;
  - c. Assessment mechanism and procedure;
  - d. Assessment implementation;
  - e. Assessment report; and
  - f. Passing grade.

Article 22

- (1) Assessment principle as referred to in Article 21 paragraph 2 letter a comprises of the principles of educative, authenticity, objectivity, accountability, and transparency and carried out in integrated manner.
- (2) Principle of educative as referred to in paragraph 1 is an assessment aimed to encourage students to:
  - a. Improve study method and planning; and
  - b. Fulfill the Learning outcomes for graduates.
- (3) Principle of authenticity as referred to in paragraph 1 is an assessment oriented in the sustainable study process and study result which mirrored students' capability during the Learning process.

- (4) Principle of objectivity as referred to in paragraph 1 is an assessment based on the standard agreed between Lecturer and students and free from subjective assessment from the grader to the students.
- (5) Principle of accountability as referred to in paragraph 1 is an assessment carried out in accordance with a clear procedure and criteria, has been agreed upon at the start of lecture, and understood by students.
- (6) Principle of transparency as referred to in paragraph 1 is an assessment which procedure and the result are accessible for every stakeholder.

#### Article 23

- (1) Assessment technique as referred to in Article 21 paragraph 2 letter b comprises of observation, participation, performance assessment, written test, oral test, and questionnaire.
- (2) Assessment instrument as referred to in Article 21 paragraph 2 letter b comprises of process assessment in the form of article and/or result assessment in the forms of portfolio and design work.
- (3) Attitude assessment may utilize observation assessment technique.
- (4) Assessment on mastery of knowledge, general skills, and specialized skills is carried out by choosing one or a combination of several assessment techniques and instruments as referred to in paragraph 1 and 2.
- (5) The result of final assessment is an integration of various assessment techniques and instruments used.

#### Article 24

- (1) The mechanism of assessment as referred to in Article 21 paragraph 2 letter c comprises of:

- a. Planning, presenting, having agreed upon phases, techniques, instruments, criteria, indicator, and assessment indicators between the grader and students in accordance with the Learning plan;
  - b. Implementing the assessment process in accordance with the phases, techniques, instruments, criteria, indicator, and assessment indicators which contained assessment principles as referred to in Article 21;
  - c. Providing feedback and opportunity to raise questions regarding the assessment results to the students; and
  - d. Documenting the assessment process and study results in an accountable and transparent manner.
- (2) Assessment procedures as referred to in Article 21 paragraph 2 letter c comprises of planning, assignments, performance observation, observation response, and final grading.
- (3) Assessment procedure in planning stage as referred to in paragraph 2 may be carried out through gradual assessment and/or re-assessment.

#### Article 25

- (1) Assessment implementation as referred to in Article 21 paragraph 2 letter di is carried out in accordance with the Learning plan.
- (2) Assessment implementation as referred to in paragraph 1 may be carried out by:
- a. Advisor Lecturer or the team of advisor Lecturer;
  - b. Advisor Lecturer or the team of advisor Lecturer by involving students; and/or
  - c. Advisor Lecturer or the team of advisor Lecturer by involving relevant stakeholders.
- (3) Assessment implementation as referred to in paragraph 1 for subspecialist program, doctoral program, and applied doctoral program

shall include external assessor team from different Higher Education Institution.

#### Article 26

- (1) Assessment report as referred to in Article 21 paragraph 2 letter e is the qualification of students' success in taking study courses which are stated in estimations:
  - a. Letter A equals to score 4 (four) meaning excellent;
  - b. Letter B equals to score 3 (three) meaning good;
  - c. Letter C equals to score 2 (two) meaning fair;
  - d. Letter D equals to score 1 (one) meaning poor; or
  - e. Letter E equals to score 0 (zero) meaning fail.
- (2) Higher Education Institution may use letters-in-between or scores-in-between for grades in the range of 0 (zero) to 4 (four).
- (3) Assessment result is announced to students after one phase of Learning in accordance with the Learning plan.
- (4) The assessment result of Learning outcomes for graduates in every semester is stated with Semester Grade Point Average (SGPA).
- (5) The assessment result of Learning outcomes for graduates during the end of Study Programme is stated with Grade Point Average (GPA).
- (6) Semester Grade Point Average (SGPA) as referred to in paragraph 4 is stated in an amount calculated by summing multiplications between grade letters in every taken study course and credits of study course divided by the amounts of credits taken in one semester.
- (7) Grade Point Average (GPA) as referred to in paragraph 5 is stated in an amount calculated by summing multiplications between grade letters in every taken study course and credits of the study courses divided by the amounts of credits that had been taken.

#### Article 27

- (1) Students from diploma program and bachelor program is considered to conclude their study after passing the predetermined study workload and possess the Learning outcomes for graduates predetermined by the Study Programme with Grade Point Average (GPA) above or equal 2,00 (two point zero zero).
- (2) Students concluding their study in diploma program or bachelor program may be awarded degree classes satisfactory, very satisfactory, or with honor with the following criteria:
  - a. Student is awarded degree class satisfactory if he or she had achieved Grade Point Average (GPA) in the range of 2,76 (two point seven six) to 3,00 (three point zero zero);
  - b. Student is awarded degree class very satisfactory if he or she had achieved Grade Point Average (GPA) in the range of 3,01 (three point zero one) to 3,50 (three point five zero); or
  - c. Student is awarded degree class with honor if he or she had achieved Grade Point Average (GPA) above 3,50 (three point five zero).
- (3) Students from professional program, specialist program, master program, applied master program, doctoral program, and applied doctoral program is considered to conclude their study after passing the predetermined study workload and possess the Learning outcomes for graduates predetermined by the Study Programme with Grade Point Average (GPA) above or equal 3,00 (three point zero zero).
- (4) Students concluding their study in professional program, specialist program, master program, applied master program, doctoral program, applied doctoral program may be awarded degree classes satisfactory, very satisfactory, or with honor with the following criteria:
  - a. Student is awarded degree class satisfactory if he or she had achieved Grade Point Average (GPA) in the range of 3,00 (three point zero zero) to 3,50 (three point five zero);



- b. Student is awarded degree class very satisfactory if he or she had achieved Grade Point Average (GPA) in the range of 3,51 (three point five one) to 3,75 (three point seven five); or
  - c. Student is awarded degree class with honor if he or she had achieved Grade Point Average (GPA) above 3,75 (three point seven five).
- (5) Students concluding their study may obtain:
- a. Certificate, for diploma program, bachelor program, master program, applied master program, doctoral program, and applied doctoral program;
  - b. Professional certificate, for professional program;
  - c. Competency certificate, for education program in accordance with their expertise and/or achievements outside their Study Programme;
  - d. Degree; and
  - e. Diploma supplement, unless regulated otherwise by laws and regulations.
- (6) Professional certificate as referred to in paragraph 5 letter b is published by Higher Education Institution with the Ministry, other Ministry, Non-Ministerial Government Institution, and/or the professional organization.
- (7) Competency certificate as referred to in paragraph 5 letter c is published by Higher Education Institution in cooperation with the professional organization, training institution, and authorized certification institution.

## Section Six

### Lecturer and Education Staff Standard

#### Article 28

Lecturer and Education Staff standard is the minimum criteria regarding the qualification and competency of Lecturer and Education Staff to carry out education in order to achieve the Learning outcomes for graduates.

## Article 29

- (1) Lecturer shall possess academic qualification and educator competency, physically and mentally healthy, as well as possessing capability to carry out education in order to achieve the Learning outcomes for graduates as referred to in Article 5.
- (2) Academic qualification as referred to in paragraph 1 is the minimum education degree required by a Lecturer and verified by a diploma.
- (3) Educator competency as referred to in paragraph 1 is verified by an educator certificate, and/or professional certificate.
- (4) Lecturer in first-degree diploma program and second-degree diploma program shall have academic qualification at least master or applied master degree in relevance with the Study Programme.
- (5) Lecturer in first-degree diploma and second-degree diploma as referred to in paragraph 4 may utilize instructor with academic qualification at least third-degree diploma degree with relevant experiences in the Study Programme and at least equal with INQF level 6 (six).
- (6) Lecturer in third-degree diploma program and fourth-degree diploma program shall have academic qualification at least master or applied master degree in relevance with the Study Programme.
- (7) Lecturer in third-degree diploma program and fourth-degree diploma program as referred to in paragraph 6 may utilize Lecturer with professional certificate in relevance with the Study Programme and at least equal with INQF level 8 (eight).
- (8) Lecturer in bachelor program shall have academic qualification at least master or applied master degree in relevance with the Study Programme.
- (9) Lecturer in bachelor program as referred to in paragraph 8 may utilize a certified Lecturer in relevance with the Study Programme and at least equal with INQF level 8 (eight).

- (10) Lecturer in professional program shall have academic qualification at least master or applied master degree in relevance with the Study Programme and at least 2 (two) years of job experience.
- (11) Lecturer in professional program as referred to in paragraph 10 may utilize Lecturer with professional certificate in relevance with the Study Programme and at least 2 (two) years of job experience and at least equal with INQF level 8 (eight).
- (12) Lecturer in master program and applied master program shall have academic qualification doctoral or applied doctoral degree in relevance with the Study Programme.
- (13) Lecturer in master program and applied master program as referred to in paragraph 12 may utilize Lecturer with professional certificate in relevance with the Study Program and at least equal with INQF level 9 (nine).
- (14) Lecturer in specialist and subspecialist programs shall have academic qualification subspecialist, doctoral, or applied doctoral degrees in relevance with the Study Programme and at least 2 (two) years of job experience.
- (15) Lecturer in doctoral program and applied doctoral program:
- a. Shall have academic qualification doctoral or applied doctoral degrees in relevance with the Study Programme, and may utilize Lecturer with professional certificate in relevance with the Study Programme and at least equal with INQF level 9 (nine); and
  - b. In the case of main advisor, in 5 (five) years' time the Lecturer has produced at least:
    1. 1 (one) scientific work in accredited national journal or reputable international journal; or
    2. 1 (one) other form verified by experts determined by the senate of Higher Education Institution.
- (16) Equalization over INQF level 6 (six) as referred to in paragraph 5, INQF level 8 (eight) as referred to in paragraph 7, 9, and 11, and INQF level 9

(nine) as referred to in paragraph 13 and 15 is carried out by the relevant directorate general in accordance with their authority through the mechanism of past Learning recognition.

#### Article 30

- (1) Lecturer workload is based on:
  - a. Primary duty of the Lecturer comprises of:
    1. planning, implementation, and supervising over Learning process;
    2. implementation of Learning result evaluation;
    3. consultation and training;
    4. Research; and
    5. Community Service.
  - b. Other duty in the form of supplementary duty implementation; and
  - c. Supporting duty.
- (2) The primary workload of the Lecturer as referred to in paragraph 1 letter a is adjusted with the amount of supplementary duty, for Lecturer obligated to supplementary duty.
- (3) Lecturer workload as the main advisor in structured Research of undergraduate thesis drafting/final report, thesis, dissertation, or design/art/other forms in equal manners is maximum 10 (ten) students.
- (4) Lecturer workload refers to the equivalent of full-time teaching as well as Lecturer and student ratio.
- (5) The equivalent of full-time teaching as well as Lecturer and student ratio as referred to in paragraph 4 is regulated in Ministerial Regulation.

#### Article 31

- (1) Lecturer comprises of permanent Lecturer and non-permanent Lecturer.

- (2) Permanent Lecturer as referred to in paragraph 1 is a permanent educator in 1 (one) Higher Education Institution and is not a jobholder in a work unit or other education institution.
- (3) The amount of permanent Lecturer in Higher Education Institution is at least 60% (sixty percent) from the total amount of Lecturers.
- (4) The amount of Lecturer assigned to implement the Learning process in every Study Programme is at least 5 (five) people.
- (5) Permanent Lecturer in doctoral program comprises of at least 2 (two) professors.
- (6) Permanent Lecturer for applied doctoral program comprises of at least 2 (two) Lecturers with academic qualification of doctoral/applied doctoral degree which possess:
  - a. Monumental work for the benefit of the industry or society; or
  - b. 2 (two) international publications in reputable international journal.
- (7) Permanent Lecturer as referred to in paragraph 4 shall possess expertise in the study field relevant with the discipline of the Study Programme.

#### Article 32

- (1) Educational Staff shall possess academic qualification at least third-degree diploma degree verified by a diploma in accordance with the primary duty qualification and function.
- (2) Educational Staff as referred to in paragraph 1 is exempt from administration staff.
- (3) Administration staff as referred to in paragraph 2 shall possess academic qualification secondary school diploma.
- (4) Educational Staff who require specialized skill shall possess competency certificate in accordance with its job and skills.

#### Section Seven

#### Facilities and Infrastructure Standard

### Article 33

Facilities and infrastructure standard is the minimum criteria regarding the facilities and infrastructure in accordance with the needs of Learning material and process in order to achieve the fulfillment of Learning outcomes for graduates.

### Article 34

- (1) Learning facilities standard as referred to in Article 33 shall at least consists of:
  - a. Furniture;
  - b. Educational tools;
  - c. Educational media;
  - d. Books, electronic books, and repository;
  - e. Information and communication technology;
  - f. Experiment instrumentations;
  - g. Sport facility;
  - h. Art facility;
  - i. Public facility;
  - j. Consumables; and
  - k. Maintenance, safety, and security facility.
- (2) Total amount, type, and specification of the facilities as referred to in paragraph 1 is determined on the ratio of facility usage in accordance with Learning method characteristic and Learning forms, as well as ensuring the implementation of Learning process and academic administration service.

### Article 35

- (1) Learning infrastructure standard as referred to in Article 33 shall at least consist of:
  - a. Area;
  - b. Classrooms;
  - c. Library;
  - d. Laboratory/studio/workshop/production unit;
  - e. Sport center;
  - f. Art center;
  - g. Student activity center;
  - h. Board for the chairmen of Higher Education Institution;
  - i. Lecturer office;
  - j. Administration office; and
  - k. Public facility.
- (2) Public facility as referred to in paragraph 1 letter k comprises of:
  - a. Road;
  - b. Water;
  - c. Electricity;
  - d. Verbal communication network; and
  - e. Data.

### Article 36

- (1) Area as referred to in Article 35 paragraph 1 letter a shall be located in a convenient and healthy environment to encourage Learning process.
- (2) Area during the establishment of Higher Education Institution shall possess:
  - a. Usufructuary Right on behalf of the Government and verified with Usufructuary Right Certification for State University; or
  - b. Right of Ownership, Building Rights, or Usufructuary Right on behalf of Authorized Body and verified with Certificate of Property

Right, Building Rights, or Usufructuary Right for Private University.

#### Article 37

Guidelines on Learning infrastructure criteria as referred to in Article 35 paragraph 1 letter a to letter k is determined by relevant directorate general in accordance with their authority.

#### Article 38

- (1) The building of Higher Education Institution shall possess quality standard at least class A or equal.
- (2) The building of Higher Education Institution shall possess the requirements of safety, health, convenience, and security, as well as equipped with electrical installation with adequate power and waste installation, either domestic or distinct, if required.
- (3) The building of Higher Education Institution standard as referred to in paragraph 1 and 2 is in accordance with ministerial regulation responsible for government affairs in public works.

#### Article 39

- (1) Higher Education Institution shall provide accessible facilities and infrastructure for students with special needs.
- (2) Facilities and infrastructure as referred to in paragraph 1 consists of:
  - a. Braille labels and voice-over information;
  - b. ramp for wheelchair users;
  - c. guiding block in roads or corridors in the vicinity of institution;
  - d. campus or building plan/map in the form of embossed plan/map;and



- e. toilet or lavatory for wheelchair users.
- (3) Guidelines on facilities and infrastructure for students with special needs as referred to in paragraph 2 is determined by the relevant directorate general in accordance with their authority.

Section Eight  
Learning Management Standard

Article 40

- (1) Learning management standard is the minimum criteria regarding planning, implementation, supervising, observation and evaluation, as well as report of Learning process in Study Programme.
- (2) Learning management standard as referred to in paragraph 1 shall refer to graduates competency standard, Learning materials standard, Learning process standard, Lecturer and Education Staff standard, as well as Learning facilities and infrastructure standard.

Article 41

- (1) Management standard is carried out by Higher Education Institute and Study Programme Management Unit.
- (2) Study Programme Management Unit as referred to in paragraph 1 shall:
- a. Draft the Curriculum and Learning plan in every study course;
  - b. Conduct the Learning program in accordance with material standard, process standard, predetermined assessment standard in order to achieve Learning outcomes for graduates;
  - c. Conduct a systemic activity to assemble an excellent academic environment and quality assurance;
  - d. Conduct observation and evaluation periodically in order to maintain and improve the quality of Learning process; and

- e. Report the result of Learning program periodically as a source of data and information in decision-making process for the improvement of Learning quality.
- (3) In conducting the management standard as referred to in paragraph 1, Higher Education Institution shall:
- a. Draft policy, strategic and operational plan related to Learning accessible by civitas academia and stakeholders, and to act as a guideline for Study Programme in implementing Learning program;
  - b. Conduct the Learning activity in accordance with the type and program of study in accordance with the Learning outcomes for graduates;
  - c. Maintain and improve the quality of Study Programme management in implementing the Learning program sustainably in accordance with the vision and mission of Higher Education Institution;
  - d. Conduct observation and evaluation to the activities of Study Programme in implementing the Learning activity;
  - e. Possess guidelines of planning, implementation, evaluation, supervision, quality assurance, and the development of Learning activity and Lecturer; and
  - f. Report the Study Programme performance in Learning program implementation at minimum through Higher Education database.

## Section Nine

### Learning Funding Standard

#### Article 42

- (1) Learning funding standard is the minimum criteria regarding the prearranged component and the amount of investment and operational fund in order to achieve the Learning outcomes for graduates as referred to in Article 7.

- (2) Higher Education investment fund as referred to in paragraph 1 is a part of Higher Education fund for the procurement of facilities and infrastructure, as well as Lecturer and Education Staff developments.
- (3) Higher Education operational fund as referred to in paragraph 1 is a part of Higher Education fund for the implementation of educational activity which includes Lecturer and Education Staff funds.
- (4) Learning operational material funds, and indirect operational funds.
- (5) Higher Education operational funds as referred to in paragraph 1 is determined per student per year with the term standard unit of Higher Education operational cost.
- (6) Standard unit of Higher Education operational cost for State University is determined periodically by Minister with following considerations:
  - a. Type of Study Programme;
  - b. Accreditation level of Higher Education Institution and Study Programme; and
  - c. Regional cost index.
- (7) Standard unit of Higher Education operational cost as referred to in paragraph 4 shall becomes a foundation for every Higher Education Institution to plan yearly Higher Education Institution budget and determine the expenses charged to students.

#### Article 43

Higher Education Institution shall:

- a. Possess financial record-keeping system and implement the financial record-keeping in accordance with laws and regulations to the Study Programme unit level;
- b. Conduct an analysis concerning Higher Education operational fund as a part of Higher Education operational planning and yearly budget; and
- c. Conduct an evaluation on quality assurance on the standard unit of Higher Education yearly.

## Article 44

- (1) Committee of the Private University or the State University shall seek funding from various sources of education fees charged to students.
- (2) Other component of fundings outside education fee comprises of:
  - a. Grant;
  - b. Professional and/or experts service fee;
  - c. Endowment fund from alumni and philanthropist; and/or
  - d. Institutional cooperation between government and private institutions.
- (3) State University shall draft policy, mechanism, and procedure in procuring other sources of fundings in accountable and transparent manner in order to improve education quality.

## CHAPTER III RESEARCH STANDARD

### Section One Scope of Research Standard

## Article 45

Scope of Research Standard consists of:

- a. Research outcome standard;
- b. Research material standard
- c. Research process standard;
- d. Research assessment standard;
- e. Researcher standard;
- f. Research facilities and infrastructure standard;
- g. Research management standard; and

h. Research funding standard.

Section Two  
Research Outcome Standard

Article 46

- (1) Research outcome standard is the minimum criteria for Research outcome quality.
- (2) Research outcome in State University is aimed to develop scientific and technological knowledge, as well as improving public welfare and nation competitiveness.
- (3) Research outcome as referred to in paragraph 1 is every output produced through the procedure of systematic scientific procedures and methods in accordance with the autonomy of academical knowledge and culture.
- (4) Student research outcome shall fulfill the requirements as referred to in paragraph 2, Learning outcomes for graduates, and regulatory provisions in State University.
- (5) Research outcome which is not confidential, does not disturb and/or perceived harmful for the public and national interest shall be broadcasted through seminars, publications, proprietary, and/or other methods capable of delivering the Research outcome to public.

Section Three  
Research Material Standard

Article 47

- (1) Research material standard is the minimum criteria regarding the depth and breadth of Research materials.

- (2) The depth and breadth of Research material as referred to in paragraph 1 comprises of the materials in basic Research and applied Research.
- (3) Materials in basic Research as referred to in paragraph 2 shall be oriented towards Research outputs in the form of summary or invention to anticipate a new indication, phenomenon, theorem, module, or postulate.
- (4) Materials in applied Research as referred to in paragraph 2 shall be oriented towards Research outputs in the form of innovation as well as scientific and technological knowledge to contribute towards public, business and/or industrial world.
- (5) Materials in basic Research and applied Research comprises of special study material for national interest.
- (6) Materials in basic Research and applied Research shall comprise of the principles of expediency, state-of-the-art, and anticipate future needs.

#### Section Four

#### Research Process Standard

#### Article 48

- (1) Research process standard is the minimum criteria regarding Research activities which are comprised of planning, implementation, and report.
- (2) Research activities as referred to in paragraph 1 is an activity which systematically meets the scientific principles and methods in accordance with academic autonomy and culture.
- (3) Research activities shall consider the quality standard, work safety, health, convenience and security of the researchers, society, and the environment.
- (4) Research activities conducted by students to conclude the final report, undergraduate thesis, thesis, or dissertation shall fulfill the provisions as referred to in paragraph 2 and 3, Learning outcomes for graduates, and further provisions in Higher Education Institution.

- (5) Research activities conducted by students is stated in the form of credits as referred to in Article 19 paragraph 4.

## Section Five

### Research Assessment Standard

#### Article 49

- (1) Research assessment standard is the minimum assessment criteria regarding the process and outcomes of Research.
- (2) Research process and outcome assessment as referred to in paragraph 1 is conducted in integrated manner and has fulfilled at least the following elements:
- a. Educational, means that the assessment is based on the purpose of the Research to inspire researchers to increase the quality of their Researches;
  - b. Objective, means that the assessment is based on criteria free from subjectivity;
  - c. Accountability, means that the assessment of Research is conduct with clear criteria and procedure understood by the Researcher; and
  - d. Transparency, means that the procedure and result of Research assessment is accessible for every stakeholder.
- (3) Research process and outcome assessment shall fulfill the principles of assessment as referred to in paragraph 2 and shall take regards of its compatibility with Research outcome standard, material standard, and process standard.
- (4) Research assessment may be conducted using relevant and reliable methods and instruments, as well as representing a measurement of process performance and outcome performance achievements of Research outcomes.

- (5) Research assessment conducted by students to conclude the final report, undergraduate thesis, thesis, or dissertation is regulated in accordance with the provisions of Higher Education Institution.

Section Five  
Researcher Standard

Article 50

- (1) Researcher standard is the minimum criteria of the capability of Researcher to conduct a Research.
- (2) Researcher as referred to in paragraph 1 shall possess the capability level of mastery of Research methodology in accordance with their study field, Research object, as well as the complexity and depth of the Research.
- (3) Researcher capability as referred to in paragraph 1 is determined based on:
  - a. Academic qualification; and
  - b. Research outcomes.
- (4) Researcher capability as referred to in paragraph 2 determines the competency to conduct a Research.
- (5) Guidelines concerning the competency to conduct a Research is determined by the relevant Directorate General in accordance with his or her authority.

Section Seven  
Research Facilities and Infrastructure Standard

Article 51



- (1) Research facilities and infrastructure standard is the minimum criteria of facilities and infrastructure required to support the needs of Research materials and process in order to fulfill the Research outcomes.
- (2) Research facilities and infrastructure as referred to in paragraph 1 are facilities of Higher Education Institution for the purpose of:
  - a. Facilitate the Research at least related to the study field of Study Programme;
  - b. Learning process; and
  - c. Community Service.
- (3) Research facilities and infrastructure as referred to in paragraph 2 shall fulfill the quality standard, work safety, health, convenience and security of the researchers, society, and the environment.

## Section Eight

### Research Management Standard

#### Article 52

- (1) Research management standard is the minimum criteria regarding the planning, implementation, supervision, observation and evaluation, and report of Research activity.
- (2) Research management as referred to in paragraph 1 is conducted by a work unit in the form of an institution authorized to manage Research.
- (3) Institution as referred to in paragraph 2 is a Research institution, Research and Community Service institution, or other similar forms in accordance with the needs and provisions of Higher Education Institution.
- (4) Institution as referred to in paragraph 2 is a Research institution, Research and Community Service institution, or other similar forms in

accordance with the needs and provisions of Higher Education Institution.

### Article 53

- (1) Institution as referred to in Article 52 paragraph 2 shall:
  - a. Draft and develop Research program proposal in accordance with Higher Education Institution Research strategic planning;
  - b. Draft and develop Research provisions, guidelines, and quality assurance internal system;
  - c. Facilitate the implementation of Research;
  - d. To conduct supervision and evaluation of Research implementation;
  - e. Disseminate Research outcomes;
  - f. Facilitate the improvement of Researcher's capability to conduct a Research, scientific article publication, and obtainment of Intellectual Property (IP); and
  - g. Present appreciations for accomplished researchers.
- (2) Higher Education Institution shall:
  - a. Possess a Research strategic planning as a part of Higher Education Institution strategic planning;
  - b. Draft the criteria and procedure of Research assessment comprising of at least the aspects of the increase of scientific publication, new inventions in scientific and technological fields, as well as the amounts and quality of study materials;
  - c. Maintain and improve the institution management quality or Research functions for a sustainable Research program;
  - d. To conduct supervision and evaluation of institution or Research functions during the Research program implementation;
  - e. Possess guidelines regarding criteria of Researcher by referring to Research outcome standard, material standard, and process standard.

- f. Make use of Research facilities and infrastructure in other institutions through Research cooperation program;
- g. To conduct an analysis on Research necessity regarding the amount, type, and specification of Research facilities and infrastructure; and
- h. Deliver the institution performance or Research function report in regards of Research program implementation at least through Higher Education Institution database.

Section Nine  
Research Funding Standard

Article 54

- (1) Research funding standard is the minimum criteria of the source and mechanism of Research funding.
- (2) Higher Education Institution shall provide internal Research funds.
- (3) Apart from internal Research funds from Higher Education Institution, Research funding may be derived from the government, cooperation with local or foreign institutions, or society funding.
- (4) Research funding as referred to in paragraph 2 shall be used to fund:
  - a. Research proposal;
  - b. Research implementation;
  - c. Research supervision;
  - d. Research observation and evaluation;
  - e. Research outcome report; and
  - f. Research outcome dissemination.
- (5) Research funding mechanism shall be regulated by the chairmen of Higher Education Institution.

Article 55

- (1) Higher Education Institution shall provide Research management funds.
- (2) Research management funds as referred to in paragraph 1 shall be used to fund:
  - a. Research management comprises of proposal selection, observation and evaluation, Research report, and Research outcome dissemination;
  - b. The improvement of Researcher competency; and
  - c. Scientific publication incentive or Intellectual Property (IP) incentive.

## CHAPTER FOUR COMMUNITY SERVICE STANDARD

### Section One Scope of Community Service Standard

#### Article 56

Scope of Community Service standard consists of:

- a. Community Service outcome standard;
- b. Community Service material standard;
- c. Community Service process standard;
- d. Community Service assessment standard;
- e. Community Service practitioner standard;
- f. Community Service facilities and infrastructure standard;
- g. Community Service management standard; and
- h. Community Service funding standard.

### Section Two Community Service Outcome Standard

## Article 57

- (1) Community Service outcomes standard is the minimum criteria of Community Service outcome in applying, internalizing, and cultivating scientific and technological knowledge for the development of social warfare.
- (2) Community Service outcomes as referred to in paragraph 1 are:
  - a. Problem solving for the contribution of society by utilizing relevant civitas academia capabilities;
  - b. Proper use of technology;
  - c. Science and technology development materials; or
  - d. Study material or training modules for study resources endowment.

## Section Three

### Community Service Materials Standard

## Article 58

- (1) Community Service materials standard is the minimum requirement regarding the depth and breadth of Community Service.
- (2) The depth and breadth of Community Service materials as referred to in paragraph 1 shall refer to the Community Service outcome standard.
- (3) The depth and breadth of Community Service materials as referred to in paragraph 1 shall derive from the Research outcomes or scientific and technological development in accordance with the needs of society.
- (4) Research outcomes or scientific and technological development as referred to in paragraph 3 comprise of:
  - a. Research outcomes with direct applicability and needed by the society;

- b. Scientific and technological development for human resource development;
- c. Proper use of applicable technology in order to improve social welfare;
- d. Problem solving module, social construct, and/or policy recommendation with direct applicability by the society, work and industrial world, and/or Government; or
- e. Intellectual Property (IP) with direct applicability by the society, work and/or industrial word.

#### Section Four

#### Community Service Process Standard

#### Article 59

- (1) Community Service process standard is the minimum criteria regarding the activities of Community Service, which comprise of planning, implementation, and activity report.
- (2) The activities of Community Service may comprise of:
  - a. Community service;
  - b. The use of scientific and technological knowledge in accordance with their expertise;
  - c. Improvement in human resources capacity; or
  - d. Community empowerment.
- (3) The activities of Community Service as referred to in paragraph 2 shall consider the quality standard, work safety, health, convenience and security of the practitioner, society, and the environment.
- (4) The activities of Community Service conducted by students as a form of Learning shall be directed to fulfill the Learning outcomes for graduates and in accordance with provisions of Higher Education Institution.

- (5) The activities of Community Service conducted by students is stated in the form of credits as referred to in Article 19 paragraph 4.
- (6) The activities of Community Service shall be conducted in structured and measured manners.

Section Five  
Community Service Assessment Standard

Article 60

- (1) Community Service assessment standard is the minimum criteria regarding the assessment of Community Service process and outcomes.
- (2) The assessment of Community Service process and outcomes as referred to in paragraph 1 is conducted in integrated manner and fulfill at least the following elements:
  - a. Educational, Educational, means that the assessment is based on the purpose of inspiring practitioners to increase the quality of Community Service;
  - b. Objective, means that the assessment is based on criteria free from subjectivity;
  - c. Accountability, means that the assessment of Community Service is conduct with clear criteria and procedure understood by the practitioner of Community Service; and
  - d. Transparency, means that the procedure and result of Community Service assessment is accessible for every stakeholder.
- (3) The assessment of Community Service process and outcomes shall fulfill the principles of assessment as referred to in paragraph 2 and shall take regards of its compatibility with Community Service outcome standard, material standard, and process standard.
- (4) The minimum criteria of Community Service assessment as referred to in paragraph 1 comprises of:

- a. Satisfaction level from the community;
  - b. Transformation of attitude, knowledge, and skills in the community in accordance with the program's purpose;
  - c. Sustainable application of scientific and technological knowledge in the community;
  - d. Study sources and/or Learning endowment as well as the improvement of civitas academia as the result of scientific and technological knowledge development; or
  - e. Resolution of social problems and policy recommendation applicable by stakeholders.
- (5) Community Service assessment may be conducted using relevant and reliable methods and instruments, as well as representing a measurement of process performance and outcome performance achievements of Community Service outcomes.

## Section Six

### Community Service Practitioner Standard

#### Article 61

- (1) Community Service practitioner standard is the minimum criteria of the practitioner's capability to conduct Community Service activities.
- (2) Community Service practitioner as referred to in paragraph 1 shall master the methodology of scientific application in accordance with their expertise, type of program, as well as the complexity and depth of program's object.
- (3) Community Service practitioner capability as referred to in paragraph 1 is determined based on:
  - a. Academic qualification; and
  - b. The outcome of Community Service.



- (4) Community Service practitioner capability as referred to in paragraph 2 determined the competency to conduct Community Service.
- (5) Guidelines regarding the competency to conduct Community Service is determined by relevant Directorate General in accordance with his or her authority.

## Section Seven

### Community Service Facility and Infrastructure Standard

#### Article 62

- (1) Community Service facilities and infrastructures standard is the minimum criteria regarding the facilities and infrastructures required to aid the Community Service implementation in order to fulfill the Community Service outcome.
- (2) Community Service facilities and infrastructures as referred to in paragraph 1 means Higher Education Institution facilities used for:
  - a. Facilitating Community Service which related to the application
  - b. Learning process;
  - c. Research activity.
- (3) Facilities and infrastructures as referred to in paragraph 2 shall fulfill the standard of quality, work safety, health, convenience, and security.

## Section Eight

### Community Service Management Standard

#### Article 63

- (1) Community Service management standard is the minimum requirement regarding the planning, implementation, management, supervision and evaluation, as well as Community Service reports.

- (2) Community Service management as referred to in paragraph 1 is conducted by a work unit in the form of an institution authorized to manage Research.
- (3) Institution as referred to in paragraph 2 is a Research institution, Research and Community Service institution, or other similar forms in accordance with the needs and provisions of Higher Education Institution.

#### Article 64

- (1) Institution as referred to in Article 52 paragraph 52 shall:
  - a. Draft and develop Community Service program proposal in accordance with Higher Education Institution Research strategic planning;
  - b. Draft and develop Community Service provisions, guidelines, and quality assurance internal system;
  - c. Facilitate Community Service activities;
  - d. To conduct supervision and evaluation of Community Service activities;
  - e. Disseminate Community Service outcomes;
  - f. Facilitate the improvement of Community Service practitioner's capability;
  - g. Present appreciations for accomplished practitioners;
  - h. Utilize Community Service facilities and infrastructures to other institutions through cooperation relation;
  - i. To measure the necessities regarding amount, type, and specification of Community Service facilities and infrastructures;  
and
  - j. Draft Community Service activity report.
- (2) Higher Education Institution shall:

- a. Possess a Community Service strategic planning as a part of Higher Education Institution strategic planning;
- b. Draft the criteria and procedure of Community Service assessment comprising of at least the aspects of the application, implementation and cultivation of scientific and technological knowledge for the improvement of public welfare;
- c. Maintain and improve the institution management quality or Community Service functions for a sustainable Community Service program;
- d. To conduct supervision and evaluation of institution or Research functions during the Community Service program implementation;
- e. Possess guidelines regarding criteria of Community Service practitioner by referring to Community Service outcome standard, material standard, and process standard.
- f. Utilize Community Service facilities and infrastructure in other institutions through Community Service cooperation program;
- g. To measure the necessities regarding amount, type, and specification of Community Service facilities and infrastructures;  
and
- h. Deliver the institution performance or Community Service function report in regards of Community Service program implementation at least through Higher Education Institution database.

## Section Nine

### Community Service Funding Standard

#### Article 65

- (1) Community Service funding standard is the minimum criteria of the source and mechanism of Community Service funding.

- (2) Higher Education Institution shall provide internal Community Service funds.
- (3) Apart from internal Community Service funds from Higher Education Institution, Community Service funding may be derived from the government, cooperation with local or foreign institutions, or society funding.
- (4) Community Service funding as referred to in paragraph 2 shall be used to fund:
  - a. Community Service proposal;
  - b. Community Service implementation;
  - c. Community Service supervision;
  - d. Community Service observation and evaluation;
  - e. Community Service outcome report; and
  - f. Community Service outcome dissemination.
- (5) Community Service funding mechanism shall be regulated by the chairmen of Higher Education Institution.

#### Article 66

- (1) Higher Education Institution shall provide Community Service management funds.
- (2) Community Service management funds as referred to in paragraph 1 shall be used to fund:
  - a. Community Service management which comprises of proposal selection, observation and evaluation, Community Service report, and Community Service outcome dissemination;
  - b. The improvement of Community Service practitioners.

#### CHAPTER V MISCELLANEOUS PROVISION

## Article 67

Provisions on Higher Education Institution National Standard for Study Programs outside the main campus, long distance education, community college, and education programs requiring special provisions shall be regulated by Ministerial Regulations.

## CHAPTER VI TRANSITIONAL PROVISION

## Article 68

During the time this Ministerial Regulation comes into force:

- a. For the attribution of knowledge and special skills as referred to in Article 7 paragraph 3 which has yet to be studied and regulated by the Minister, Higher Education Institution may utilize the attribution of knowledge and special skills which has been drafted independently for internal quality assurance system in Higher Education Institution and external quality assurance system through accreditation;
- b. Requirements for first supervisor shall be in accordance with the provision on Article 29 paragraph 15 letter b, for maximum 1 (one) year;
- c. The area and building of Higher Education Institutions utilized in accordance with a leasing agreement shall be adjusted in accordance with provision on Article 36 and Article 38 for maximum 10 (ten) years;
- d. The management and implementation of Higher Education Institution shall be in accordance with the provision in this Ministerial Regulation for maximum 2 (two) years; and
- e. Other provisions regarding the minimum criteria of Higher Education Institution Standard are still in force, provided that the provisions as referred to in Article 67 has not been stipulated.

CHAPTER VII  
CLOSING PROVISIONS

Article 69

At the time when this Ministerial Regulation comes into force:

- a. Regulation of the Ministry of Research, Technology, and Higher Education Number 44 Year 2015 regarding National Standard of Higher Education (State Gazette of Republic of Indonesia Year 2015 Number 1952); and
- b. Regulation of the Ministry of Research, Technology, and Higher Education Number 50 Year 2018 regarding Amendment to Regulation of the Ministry of Research and Technology and Higher Education Number 44 Year 2015 regarding National Standard of Higher Education (State Gazette of Republic of Indonesia Year 2018 Number 1496), repealed and declared ineffective.

Article 70

This Ministerial Regulation comes into force on the date of its promulgation.

In order that every person may know hereof, it is ordered to promulgate this Ministerial Regulation by its placement in the State Gazette of Republic of Indonesia.

Issued in Jakarta

on 24 January 2020

MINISTER OF EDUCATION AND CULTURE

REPUBLIC OF INDONESIA

Signature,

NADIEM ANWAR MAKARIM

Promulgated in Jakarta

on 28 January 2020

DIRECTORATE GENERAL

LAWS AND REGULATIONS

MINISTRY OF LAW AND HUMAN RIGHTS

REPUBLIC OF INDONESIA,

Signature,

WIDODO EKATJAHJANA

STATE GAZETTE OF REPUBLIC OF INDONESIA YEAR 2020 NUMBER 50

STATE GAZETTE OF REPUBLIC OF INDONESIA YEAR 2012 NUMBER 24

COPY

ANNEX

REGULATION OF THE MINISTRY OF EDUCATION AND CULTURE

NUMBER 3 YEAR 2020

REGARDING

NATIONAL STANDARD OF HIGHER EDUCATION

### **A. ATTRIBUTES OF ATTITUDES**

Every graduate of academic, vocational, and professional education program shall possess these following attributes:

- a. Devoted to their religious beliefs;
- b. Perform their duties in accordance with morality, etiquettes, and religious values;
- c. Contribute to society according to the values of Pancasila ideology;
- d. Uphold the value of patriotism as a proud citizen of the nation;
- e. Appreciate the diversity of culture, views, religions, and beliefs;
- f. Able to work in groups and possess social sensitivity;
- g. Abide to the laws and regulations;
- h. Internalize the academics values, norms, and etiquettes;
- i. Present accountable and independent values in their line of work; and,
- j. Internalize the value of independence and entrepreneurship.

### **B. GENERAL SKILLS**

FIRST-DEGREE DIPLOMA, SECOND-DEGREE DIPLOMA, AND THIRD-DEGREE DIPLOMA PROGRAMS

<b>FIRST-DEGREE DIPLOMA</b>	<b>SECOND-DEGREE DIPLOMA</b>	<b>THIRD-DEGREE DIPLOMA</b>
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Graduates of First-Degree Diploma Program shall possess the following general skills:	Graduates of Second-Degree Diploma Program shall possess the following general skills:	Graduates of Third-Degree Diploma Program shall possess the following general skills:
a. Able to solve an array of tasks by utilizing tools, information, and the correct work procedures from several default measures;	a. Able to solve an array of tasks of broad scope in specific field, analyzing a limited array of information, and choosing an appropriate method from several default measures;	a. Able to solve tasks of broad scope and analyzing data with various appropriate methods, default or otherwise;
b. Able to display an excellent and measured performance which is partly the result of their own work through indirect supervision;	b. Able to display an excellent and measured performance which is entirely the result of their own work, without supervision;	b. Able to display an excellent and measured performance;
c. Able to solve work problems with conventional nature and context, conducted through supervision;	c. Able to solve work problems with conventional nature and context, conducted independently;	c. Able to solve work problems with nature and context in accordance with their applied field based on logical deduction, innovative, and conducted independently;
	d. Able to construct written reports in a limited scope	d. Able to construct reports on the results of work result and performance accurately as well as able to communicate it

		effectively to other parties if required;
d. Able to cooperate and communicate with appropriate method and language in accordance with ethics in their work environment;	e. Able to cooperate, communicate, take initiatives if required in their line of work;	e. Able to cooperate, communicate, and inventive in their line of work;
e. Able to hold accountability over their own works and can be given responsibility for the quality and quantity of the works of others who are in equal position; and	f. Able to hold accountability over their own works and can be given responsibility for the quality and quantity of the work of others; and	f. Able to hold accountability over the results of group work as well as supervising and evaluating the completion of tasks assigned to employees under their responsibility; and
		g. Able to conduct self-evaluation towards a group work under their responsibility, as well as managing the development of work competence independently;
f. Able to document, archive, secure, and rediscover data to ensure validity.	g. Able to document, archive, secure, and rediscover data to ensure validity.	h. Able to document, archive, secure, and rediscover data to ensure validity and prevent plagiarism.

### C. GENERAL SKILLS

#### FOURTH-DEGREE DIPLOMA/APPLIED BACHELOR PROGRAM AND BACHELOR PROGRAM

<b>FOURTH-DEGREE DIPLOMA/ APPLIED BACHELOR</b>	<b>BACHELOR</b>
Graduates of Fourth-Degree Diploma Program/Applied Bachelor Program shall possess the following general skills:	Graduates of Bachelor Program shall possess the following general skills:
a. Able to apply logical, critical, inventive, excellent, and measured deductions in their line of works in their specific field of expertise and in accordance with the work competence standard in the related field;	a. Able to apply logical, critical, systematical and inventive deductions in development or implementation of scientific and technological knowledge by regarding and applying humane values in accordance with their expertise;
b. Able to display an independent, excellent, and measured performance;	b. Able to display an independent, excellent, and measured performance;
c. Able to analyze cases of the implementation of scientific and technological knowledge by regarding and applying humane values in accordance with their expertise in order to produce prototype, default procedures, design or artwork, design specification, or art essay, and upload it in higher education institution's website;	c. Able to analyze the implication of development or implementation of scientific and technological knowledge by regarding and applying humane values in accordance with their expertise based on scientific principles, methods, and ethics in order to produce solutions, ideas, art design or critics, constructing scientific description of their study in the form of undergraduate thesis or final report, and upload it in higher education institution's website;

d. Able to construct the result of the aforementioned study in the forms of worksheet, design specification, or art essay, and upload it in higher education institution's website;	d. Construct scientific description of the result of the aforementioned study in the form of undergraduate thesis or final report, and upload it in higher education institution's website;
e. Able to make appropriate decisions based on the default procedures, design specification, work safety and security in conducting the supervision and evaluation of their works;	e. Able to make appropriate decisions in regards of problem-solving in their field of expertise, based on information and data analysis;
f. Able to maintain and develop network and cooperation connections inside or outside the institution;	f. Able to maintain and develop network connections with advisors and colleagues, inside or outside the institution;
g. Able to hold accountability over group achievements as well as supervising and evaluating the completion of tasks assigned to employees under their responsibility;	g. Able to hold accountability over group achievements as well as supervising and evaluating the completion of tasks assigned to employees under their responsibility;
h. Able to conduct self-evaluation towards group works under their responsibility, as well as managing the development of work competence independently;	h. Able to conduct self-evaluation towards group works under their responsibility, as well as managing the development of work competence independently;
i. Able to document, archive, secure, and rediscover data to ensure validity and prevent plagiarism.	i. Able to document, archive, secure, and rediscover data to ensure validity and prevent plagiarism.

#### **D. GENERAL SKILLS**

MASTER PROGRAM AND APPLIED MASTER PROGRAM

<b>MASTER</b>	<b>APPLIED MASTER</b>
<p>Graduates of Master Program shall possess the following general skills:</p>	<p>Graduates of Applied Master Program shall possess the following general skills:</p>
<p>a. Able to apply logical, critical, systematic, and creative deduction through scientific research, design and artwork creation in the fields of scientific and technological knowledge by regarding and applying humane values in accordance with their field of expertise, constructing scientific conceptions and study results based on scientific principles, methods, and ethics in the form of thesis or other equivalent forms, and upload it in higher education institution's website, as well as papers published in accredited scientific journals or accepted in international journals;</p>	<p>a. Able to apply logical, critical, systematic, and creative deduction in technology implementation by regarding and applying humane values in accordance with their field of expertise in order to produce prototypes, designs, artworks, or value-added technological innovations, constructing scientific conceptions and study results base don scientific principles, methods, and ethics in the form of thesis or other equivalent forms, and upload it in higher education institution's website, as well as presented or exhibited works;</p>
<p>b. Able to conduct academic validation or study in accordance with their field of expertise in order to solve problems in the relevant community or industry through the development of knowledge and expertise;</p>	<p>b. Able to conduct academic validation or study in accordance with their field of expertise in order to solve problems in the relevant community or industry through the development of knowledge and expertise;</p>
<p>c. Able to compile scientific ideas, thoughts, and arguments responsibly and based on academic ethics, as well as communicating it through the media to the academic community as well as the wider community;</p>	<p>c. Able to compile technical ideas, thoughts, and arguments responsibly and based on academic ethics, as well as communicating it through the media to the academic community as well as the wider community;</p>

d. Able to identify the scientific field of their research subject and place it in a research map developed through interdisciplinary and multidisciplinary approaches;	d. Able to identify the scientific field of their research subject and place it in a comprehensive problem-solving scheme and interdisciplinary or multidisciplinary;
e. Able to make decisions regarding problems related to the development of scientific and technological development by regarding and applying humane values based on analytical study or experiment on information and data;	e. Able to make decisions regarding problems related to technological implementation by regarding and applying humane values based on experimental study on information and data;
f. Able to manage, develop, and maintain network connections between associates, institution colleagues and wider research community;	f. Able to manage, develop and improve the quality of partnership in their institutions or between other institutions, by prioritizing the quality of work result and punctuality;
g. Able to independently improve learning capacity; and	g. Able to independently improve learning capacity; and
h. Able to document, archive, secure, and rediscover research data to ensure validity and prevent plagiarism.	h. Able to document, archive, secure, and rediscover prototype data, design or artwork to ensure validity and prevent plagiarism.

## E. GENERAL SKILLS

### DOCTORAL PROGRAM AND APPLIED DOCTORAL PROGRAM

<b>DOCTORAL</b>	<b>APPLIED DOCTORAL</b>
Graduates of Doctoral Program shall possess the following general skills:	Graduates of Applied Doctoral Program shall possess the following general skills:

<p>a. Able to discover and develop new scientific theories/conceptions/ideas, contribute towards the development and application of scientific and/or technological knowledge by regarding and applying humane values in their field of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic, and creative thinking;</p>	<p>a. Able to invent, create, and contribute towards the development and application of scientific and/or technological knowledge by regarding and applying humane values in their field of expertise, by producing design, prototypes, or value-added or problem-solving technological innovation based on logical, critical, systematic, creative, and discerning thinking;</p>
<p>b. Able to construct interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical study and/or scientific, technological, art and innovation experiments outlined in the form of dissertation, as well as papers published in reputable international journal;</p>	<p>b. Able to construct scientific conception and study results over their research based on scientific principles, methods, and ethics in the form of dissertation, and papers published in accredited national journal or accepted into international journals or works presented or exhibited in international forums;</p>
<p>c. Able to determine appropriate, state-of-the-art research beneficial for the society through interdisciplinary, multidisciplinary or transdisciplinary approach, in order to develop and/or creating problem-solving method in the fields of science, technology, art, or community, based on study results regarding internal or external resources availability;</p>	<p>c. Able to determine appropriate, state-of-the-art research beneficial for the society by including economical aspect through interdisciplinary, multidisciplinary, or transdisciplinary approaches in order to create technological problem-solving method in relevant industries;</p>
<p>d. Able to develop research roadmap with interdisciplinary, multidisciplinary, or transdisciplinary approaches, based on</p>	<p>d. Able to develop technological or artistic development strategy through interdisciplinary, multidisciplinary, or</p>

study regarding research subjective and its sequence to wider audience;	transdisciplinary approaches, based on study regarding research subjective and its sequence to wider audience;
e. Able to construct scientific, technological, and artistic argument and solution based on critical view of facts, concepts, principles, or theories that can be accounted for scientifically and academically, and present it through the mass media or directly to the public;	e. Able to construct scientific, technological, or artistic argument and solution based on critical view of facts, concepts, principles, or theories that can be accounted for scientifically and academically, and present it through the mass media or directly to the public;
f. Able to display academic leadership in management and development of resources as well as organization under their authority;	f. Able to display academic leadership in management and development of resources as well as organization under their authority;
g. Able to manage, including storing, auditing, securing, and rediscover research data and information under their responsibility; and	g. Able to manage, including storing, auditing, securing, and rediscover research data and information under their responsibility; and
h. Able to develop and maintain collegial and peer relationships in their own environment or through collaborative networks within the research community outside the institution.	h. Able to develop and maintain collegial and peer relationships in their own environment or through collaborative networks within the research community outside the institution.

**F. GENERAL SKILLS**

PROFESSIONAL PROGRAM, SPECIALIST PROGRAM, AND SUBSPECIALIST PROGRAM

<b>PROFESSIONAL</b>	<b>SPECIALIST</b>	<b>SUBSPECIALIST</b>
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Graduates of Professional Program shall possess the following general skills:	Graduates of Specialist Program shall possess the following general skills:	Graduates of Subspecialist Program shall possess the following general skills:
a. Able to work in the field of basic for specific work and possess work competency at least equivalent to their profession's professional competency standard;	a. Able to work in the field of basic expertise for specific and complex work and possess work competency at least equivalent to national/international professional competency standard;	a. Able to work in the field of basic expertise for specific and complex work and possess work competency at least equivalent to international professional competency standard;
b. Able to make independent decisions in carrying out their professional work based on logical, critical, systematic, and creative thinking;	b. Able to make independent decisions in carrying out their professional work based on logical, critical, systematic, creative, and comprehensive thinking;	b. Able to make independent decisions in carrying out their professional work based on logical, critical, systematic, creative, comprehensive, and discerning thinking;
c. Able to convey their deduction/argument or innovation work beneficial for the professional and entrepreneurship development, which can be accounted for both scientifically and professionally ethically, to the community and especially professional community;	c. Able to convey study result, critics, appreciation, arguments, or innovation work beneficial for the professional development, entrepreneurship development, and wider public at large, which can be accounted for both scientifically and professionally ethically, to the general public through various medias;	c. Able to convey study result, critics, appreciation, arguments, or innovation work beneficial for the professional development and wider public at large, which can be accounted for both scientifically and professionally ethically, to the general public through various medias;

d. Able to critically evaluate work performance and decisions made to carry out their professional works by individual or colleague;	d. Able to critically evaluate work performance and decisions made to carry out their professional works by individual, colleague, or the institution system;	d. Able to critically evaluate work performance and decisions made to carry out their professional works by individual, colleague, or the institution system;
e. Able to develop their professional competency in specific field through training and work experience;	e. Able to develop their professional competency in specific field through training and work experience by considering the professional state of art in national, regional, and international levels;	e. Able to develop their professional competency in specific field through training and work experience by considering the professional state of art in national, regional, and international levels;
f. Able to improve resources quality for the development of organization's strategic program;	f. Able to improve resources quality for the development of organization's strategic program;	f. Able to improve resources quality for the development of organization's strategic program;
g. Able to lead a work unit in order to solve problems in their professional field;	g. Able to lead a work unit in order to solve problems in both their professional field, as well as wider scope of problems outside their professional field;	g. Able to lead a work unit in order to solve problems in both their professional field, as well as wider scope of problems outside their professional field;
h. Able to collaborate with other profession in the same field in order to solve problems in their professional field;	h. Able to collaborate with other profession in both the same field or different field of expertise in solving complex work problems	h. Able to collaborate with other profession in both the same field or different field of expertise in solving complex work

	related to their professional field;	problems related to their professional field;
i. Able to develop and maintain network connections with the professional community and their clients;	i. Able to develop and maintain network connections with the professional community and their clients;	i. Able to develop and maintain network connections with the professional community and their clients;
j. Able to hold accountability over the tasks in their professional field in accordance with the professional ethical code;	j. Able to hold accountability over the tasks in their professional field in accordance with the professional ethical code;	j. Able to hold accountability over the tasks in their professional field in accordance with the professional ethical code;
k. Able to independently improve learning capacity;	k. Able to improve individual learning capacity as well as group learning capacity under their responsibility;	k. Able to improve individual learning capacity as well as group learning capacity under their responsibility;
l. Able to contribute in evaluation or the development of national policy in order to improve professional education quality or the development of national policy in their professional field; and	l. Able to contribute in evaluation or the development of national policy in order to improve professional education quality or the development of national policy in their professional field; and	l. Able to contribute in evaluation or the development of national policy in order to improve professional education quality or the development of national policy in their professional field; and
m. Able to document, archive, audit, secure, and rediscover data and information for the	m. Able to document, archive, audit, secure, and rediscover data and information for the	m. Able to document, archive, audit, secure, and rediscover data and information for the

development of their professional work.	development of their professional work.	development of their professional work.
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MINISTER OF EDUCATION AND CULTURE

REPUBLIC OF INDONESIA

Signature,

NADIEM ANWAR MAKARIM

Copy of the original transcript.

Head of Legal Bureau

Ministry of Education and Culture,

Signature,

Dian Wahyuni

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